

## Gadsden Elementary

1660 South Goodwin Circle  
Gadsden, South Carolina 29052

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	155 Students	
<b>Principal</b>	Dr. Charles A. DeLaughter	803-353-2231
<b>Superintendent</b>	Dr. Allen J. Coles	803-231-7500
<b>Board Chair</b>	Lane Quinn	803-231-7556

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	15	59	37

## IMPROVEMENT RATING

## UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

## YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Good	Yes
<b>2005</b>	Average	Unsatisfactory	Yes
<b>2006</b>	Below Average	Unsatisfactory	Yes

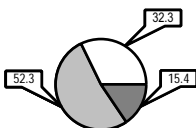
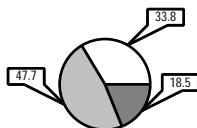
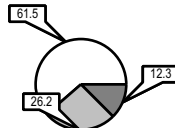
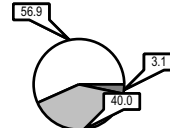
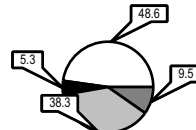
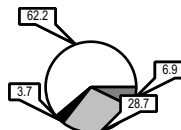
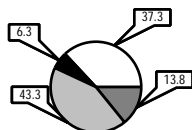
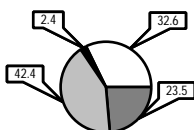
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

100.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	69	100.0	32.3	52.3	15.4	0.0	33.8	Yes	Yes
<b>Gender</b>									
Male	39	100.0	32.4	45.9	21.6	0.0	40.5	N/A	N/A
Female	30	100.0	32.1	60.7	7.1	0.0	25.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	68	100.0	32.3	52.3	15.4	0.0	33.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	55	100.0	19.6	60.8	19.6	0.0	41.2	N/A	N/A
Disabled	14	100.0	78.6	21.4	0.0	0.0	7.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	69	100.0	32.3	52.3	15.4	0.0	33.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	69	100.0	32.3	52.3	15.4	0.0	33.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	64	100.0	33.3	53.3	13.3	0.0	31.7	Yes	Yes
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	69	100.0	33.8	47.7	18.5	0.0	30.8	Yes	Yes
<b>Gender</b>									
Male	39	100.0	35.1	48.6	16.2	0.0	32.4	N/A	N/A
Female	30	100.0	32.1	46.4	21.4	0.0	28.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	68	100.0	33.8	47.7	18.5	0.0	30.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	55	100.0	25.5	51.0	23.5	0.0	37.3	N/A	N/A
Disabled	14	100.0	64.3	35.7	0.0	0.0	7.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	69	100.0	33.8	47.7	18.5	0.0	30.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	69	100.0	33.8	47.7	18.5	0.0	30.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	64	100.0	35.0	48.3	16.7	0.0	28.3	Yes	Yes
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	69	100.0	61.5	26.2	12.3	0.0	12.3
<b>Gender</b>							
Male	39	100.0	54.1	29.7	16.2	0.0	16.2
Female	30	100.0	71.4	21.4	7.1	0.0	7.1
<b>Racial/Ethnic Group</b>							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	68	100.0	61.5	26.2	12.3	0.0	12.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	55	100.0	52.9	31.4	15.7	0.0	15.7
Disabled	14	100.0	92.9	7.1	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	69	100.0	61.5	26.2	12.3	0.0	12.3
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	69	100.0	61.5	26.2	12.3	0.0	12.3
<b>Socio-Economic Status</b>							
Subsidized meals	64	100.0	65.0	23.3	11.7	0.0	11.7
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S

<b>Social Studies</b>							
All Students	69	100.0	56.9	40.0	3.1	0.0	3.1
<b>Gender</b>							
Male	39	100.0	59.5	37.8	2.7	0.0	2.7
Female	30	100.0	53.6	42.9	3.6	0.0	3.6
<b>Racial/Ethnic Group</b>							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	68	100.0	56.9	40.0	3.1	0.0	3.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	55	100.0	45.1	51.0	3.9	0.0	3.9
Disabled	14	100.0	N/AV	N/AV	N/AV	N/AV	N/AV
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	69	100.0	56.9	40.0	3.1	0.0	3.1
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	69	100.0	56.9	40.0	3.1	0.0	3.1
<b>Socio-Economic Status</b>							
Subsidized meals	64	100.0	58.3	40.0	1.7	0.0	1.7
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	20	100.0	15.8	26.3	47.4	10.5	57.9
	4	28	100.0	19.2	61.5	19.2	0.0	19.2
	5	37	100.0	24.3	59.5	16.2	0.0	16.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	19	100.0	35.3	52.9	11.8	0.0	11.8
	4	21	100.0	19.0	52.4	28.6	0.0	28.6
	5	29	100.0	40.7	51.9	7.4	0.0	7.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	20	100.0	15.8	52.6	15.8	15.8	31.6
	4	28	100.0	42.3	50.0	7.7	0.0	7.7
	5	37	100.0	32.4	45.9	16.2	5.4	21.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	19	100.0	35.3	41.2	23.5	0.0	23.5
	4	21	100.0	28.6	52.4	19.0	0.0	19.0
	5	29	100.0	37.0	48.1	14.8	0.0	14.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	20	100.0	52.6	36.8	5.3	5.3	10.5
	4	28	100.0	65.4	34.6	0.0	0.0	0.0
	5	37	100.0	70.3	27.0	2.7	0.0	2.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	19	100.0	52.9	35.3	11.8	0.0	11.8
	4	21	100.0	61.9	19.0	19.0	0.0	19.0
	5	29	100.0	66.7	25.9	7.4	0.0	7.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	20	100.0	36.8	42.1	21.1	0.0	21.1
	4	28	100.0	23.1	65.4	11.5	0.0	11.5
	5	37	100.0	67.6	32.4	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	19	100.0	52.9	47.1	0.0	0.0	0.0
	4	21	100.0	42.9	47.6	9.5	0.0	9.5
	5	29	100.0	70.4	29.6	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 155)</b>				
First graders who attended full-day kindergarten	93.1%	Up from 74.1%	100.0%	100.0%
Retention rate	0.7%	Up from 0.6%	4.0%	2.8%
Attendance rate	97.5%	Up from 97.0%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 10.6%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 5.9%	0.0%	0.0%
Eligible for gifted and talented	8.5%	Down from 8.9%	3.6%	10.4%
On academic plans	52.9%	N/AV	48.9%	33.6%
On academic probation	58.6%	N/AV	2.3%	1.0%
With disabilities other than speech	7.5%	Down from 9.3%	7.5%	7.5%
Older than usual for grade	1.5%	Up from 0.0%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 17)</b>				
Teachers with advanced degrees	52.9%	Down from 58.8%	52.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	7.6%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	8.3%	Up from 0.0%	3.3%	0.0%
Teachers returning from previous year	84.0%	Up from 80.9%	83.1%	87.3%
Teacher attendance rate	96.4%	Up from 95.9%	94.5%	94.9%
Average teacher salary	\$42,438	Down 1.9%	\$41,599	\$42,485
Prof. development days/teacher	15.1 days	Up from 11.7 days	15.0 days	13.3 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	14.1 to 1	Up from 13.7 to 1	16.4 to 1	18.6 to 1
Prime instructional time	90.0%	Down from 91.5%	88.2%	89.7%
Dollars spent per pupil*	\$10,695	Up 20.1%	\$7,927	\$6,557
Percent of expenditures for teacher salaries*	65.3%	Up from 62.9%	60.7%	64.0%
Percent of expenditures for instruction*	73.2%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Gadsden Elementary is a small school in a rural setting that supports student learning through a near ideal student-teacher ratio. The primary goal of the school is to adequately prepare students to be successful lifelong learners. For the 2005-2006 school year, students met required benchmarks in academic achievement to satisfy expectations for Annual Yearly Progress. Gadsden Elementary continued implementation of a \$375,000 Comprehensive School Reform Grant and strengthened a High Performance Partnership with WIS-TV. In addition, the school retains for a second consecutive year the Zaner Bloser State Handwriting Championship.

Several initiatives to support continued improvement in student learning are emerging as integral parts of the school. Presently, all teachers are highly qualified as defined by No Child Left Behind legislation. More effective, efficient implementation of Accelerated Math, Accelerated Reader and SuccessMaker is creating a comprehensive technology based approach to remediation as well as academic enrichment. School-community partnerships including parents, businesses and places of worship contribute meaningfully to the maintenance of a positive learning environment. These partnerships provide material supports for Family Language Arts and Math Nights that engage parents and children in fun-filled but substantive learning activities. The administration continues on a quest to attract and retain highly effective staff at all levels of school functioning.

A thorough review of objective data reveals that students maintain a strong representation in the Basic and Above domain of the PACT but are underrepresented in the Proficient and Advanced categories. Although potential for improvement in learning at the highest levels is evident for all subgroups, the potential is greatest for male students. Potential for improvement by content area is greatest in Social Studies and Science.

A broad range of strategies is being implemented to enable children to progressively improve problem solving and reasoning skills. These include, but are not limited to, small group tutoring, research projects, cooperative learning and academic competitions. Gadsden Elementary School enjoys a developing school-community relationship and growing parental involvement as evidenced in part by attendance at a variety of school activities. A revitalized PTO/SIC is actively engaged in supporting the school's primary mission.

Several challenges to continued improvement in student learning are being addressed. First, the school must continue efforts to change a pattern of achieving large gains in Proficient and Advanced categories of the PACT one year, followed by losses in these categories the following year. Second, the achievement gap between males and females must be closed. Third, the differences in achievement between Language Arts and other tested content areas must be narrowed. Finally, Gadsden Elementary has progressively improved student learning during recent years. In order to meet or exceed expectations for Annual Yearly Progress, the school will continue to develop stronger and more collaborative relationships with parents, businesses, places of worship and other community entities.

Dr. Charles A. DeLaughter, Principal  
Joyce Shuman, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	21	28	22
Percent satisfied with learning environment	81.0%	78.6%	90.5%
Percent satisfied with social and physical environment	95.2%	71.4%	95.0%
Percent satisfied with school-home relations	55.0%	82.1%	95.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.